

# 1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

## Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

<b>3-Digit LEA/Charter Code:</b> 940
<b>Contact Name:</b> Felisha Daniels
<b>Contact Phone No.:</b> (252) 793-5171
<b>District/Charter Name:</b> Washington County Schools
<b>Contact Title:</b> Exceptional Children's Program Director
<b>Contact E-Mail:</b> fdaniels@wcsnc.org

## Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes                      ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

Washington County Schools ensures that parents are provided a copy and made aware of the process placement in the Separate Setting and using the NC Extended Common Core Standards as the curriculum by implementing the use of the Alternate Assessment Participation Checklist which they are required to sign and it states prior to signature, " I understand that participating in an alternate assessment means that my child is a participant in a curriculum that will not lead to a high school diploma." This checklist has been implemented in the 2018-2019 school year.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

The students in Washington County Schools that take the Alternative Assessment do so because they are taught using the NC Extended Common Core Standards. The students participating in the alternate assessment eligibility categories are: Autism (AU), Multiple Disabilities (MU), ID-mild/moderate/severe, and Other Health Impairment. The disability is not the determining factor when deciding participation. Alternate assessment decisions are made at every annual review meeting by the IEP team and data reviewed to ensure appropriateness includes evaluation data, required screening data, student performance data, and progress monitoring data. There are no students who do not traditionally participate taking the alternative assessment.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Washington County Schools has a small overall student population and it takes only a few students participating the Alternative Assessment to exceed the 1.0 percent.

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Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

Washington County School is a small rural district. The total student population for grades PreK-12 is 1,368 students. The total students with disabilities population is 179 students. The students with disabilities population make up 13% of the total school population. There are five schools within WCS which includes an Early College and four of those schools (Creswell Elementary, Pines Elementary, Washington County Middle School, and Washington County High School) have a separate setting classroom. Washington County Schools adheres to the guidelines stated in the NC Policies Governing Services for Children with Disabilities. A separate setting- is defined as 39% or less of the day w/non-disabled peers. The total students with disabilities in the separate setting are 31 and this is 17% of our students with disabilities population. All students in the separate setting in one of the four schools are taught on the NC Extended Common Core Standards. The total number of students taking the NC Extend 1 test for the 2018-2019 school year is 18. The percent from SWD is 11% and from the total school population it is 1.3%. The number of students identified fluctuates greatly from year to year because of WCS small size. Due to the small number of students in Washington County Schools it is difficult to not exceed the 1.0% threshold as required by ESSA.

☒ Yes

☐ No

Explain below:

### Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

Washington County Schools' process to monitor alternative assessment participation entails the following:

- 1.) Using the NC Extend 1 Eligibility Criteria-This form is reviewed prior to determining eligibility
- 2.) Using district's created "Determination of Eligibility for Alternate Assessment Participation Checklist, this form is completed by the IEP during the meeting and the Parent has to sign the form at completion.
- 3.) Review of initial paperwork prior to the placement of students on the NC Extended Common Core Standards to ensure all evaluations are completed, eligibility criteria descriptors are reviewed, and considerations for this placement are not based on specific things such as "eligibility areas, the student is not EL, or testing is based solely on reading levels. This will be done by EC Director.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

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Washington County Schools addresses disproportionality in the alternate assessment participation by having the IEP team consider more than one suspected area during the initial referral process; consider and discuss at least two placement options that are from the continuum of alternative education placement. This is to ensure the least restrictive setting is determined.

### Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

Support from : DPI in face to face or online training that focuses on required evaluations in eligibility categories...especially those categories surrounding possible placement in the separate setting, and using the Extended Common Core Standards.

Support structuring a program that will provide support for those student's that are borderline ID Mild or are ID Mild, and are no more than 2 years below grade level and do not necessarily require total placement in the most restrictive setting and on the NC Extended Common Core Standards.

### Signatures

Superintendent/Charter School Director

Date

Exceptional Children Director/Coordinator

Date

LEA/Charter School Test Coordinator

Date

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

**Note:** See page 5 for additional information that can be included but is not required.